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ABSTRACT

This study used a triangulated methodology involving ethnographic interviews, opinionnaires, and rank ordering of student concerns to discover variables that impacted student teachers as they passed through developmental stages. Data collected from interviews with five elementary student teachers were used to discover a developmental theory of student teaching while simultaneously applying the developmental theory to practice. Six major areas of student teacher concern emerged: socialization, evaluation, expectation, management, autonomy, and self-esteem. Four developmental stages could be identified for the student teachers: (1) fears, anxieties, or uncertainties; (2) socialization; (3) autonomy; and (4) affirmation. The stages were similar in content, were sequential, overlapped, and were cyclical in nature. Implications of study findings for student teacher readiness, placement, and orientation are discussed. Appendices contain definitions of operational terms and vignettes of the five subjects. (Contains 35 references.) (JDD)

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The Socialization Process of Student Teachers:

A Descriptive Study

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The Socialization Process of Student Teachers: A Descriptive Study

Student teaching is a common event in schools of education. "Studies of what happens to [these] teacher[s] [during this common event] are vital" (Davies & Amershek, 1969, p. 1384) to the understanding of this phenomenon, student teaching. Identifying common experiences of student teachers would contribute to a better understanding of them as they progress through this final requirement of teacher training. To better understand the commonalities within the student teaching experience, research in the areas of developmental education was needed to identify the the universalities of the experience uniquely felt by each individual. The discovery of developmental stages of student teachers would ultimately provide better guidance to student teachers in reaching each stage of growth and development.

In Sitter's (1981) review of preservice education research, she discussed two groups of research. The first group of research examined "the impact student teaching has had on the student teacher" (p.3). In this group researchers examined such variables as self-concepts and personality characteristics, anxiety and stress, attitudinal changes, and socialization of student teachers. Sitter's second group of research was teaching as a developmental progression. According to Sitter, there were three approaches to teacher development: developmental theory of teachers, the application of developmental theories to practice, and descriptions of practice related to development.

The variables of Sitter's first group of research that impacted student teachers and the first and second approaches of the developmental progression were germane to the present study. In the present study the triangulated methodology was used to discover variables that impacted student teachers as they passed through developmental stages. The data collected from the interviews of elementary student teachers enrolled in the student teaching experience were used to discover a developmental theory of student teaching while simultaneously describing a rich "thick description" (Spradley, 1979) of the application of developmental theory to practice.

Literature Review

In the early days of training teachers, it was not uncommon for the student in training to be 13 or 14 years of age (Johnson, 1968). Currently, the majority of student teachers are young adults with an approximate range of 22-24 years of age. It is not unusual to have student teachers in their late 20's 30's or 40's.

Three aspects of human development--physiological, psychological, and social (Bentz & Howey, 1981: Burden, 1986; Rogers, 1982)-- are particularly important to understand in student teacher development. The study of these three aspects when observing or guiding human development are studied and researched from different philosophical positions. Developmental theorists divide adult development into two basic groups; (a) developmental age theorists, who examine sections of the age-span, and (b)

developmental stage theorists, who examine various psychological processes related to age (Chickering, 1976; Goulet & Baltes, 1970; Havighurst, 1982; Kohlberg, 1969; Levinson, Darrow, Klein, Levinson, & McKee, 1978; Loevinger, 1966, 1976, 1986).

To the developmental age theorist, age is the major determiner used to understand the life-span of a human. Developmental age theorists adopt two positions: life-age and life-cycle. Bents and Howey (1981) stated that "life-age" theorists such as Gould (1972), Levinson, et al. (1978), and Sheehy (1976) are "interested in determining if there are concerns, problems, and tasks common to most or all adults at various times in their lives" (p.4). Some of the life-age researchers relied heavily on chronological age (Chickering, 1976) when identifying developmental concerns. For others, adult developmental stages were described as passages (Sheehy, 1976), stages of life (Gould, 1972), and periods of transitions (Levinson et al., 1978).

In the second school of thought, the "life-cycle" theorists Neugarten and Datan (1973), Havighurst (1982), and Erikson (1959, 1963) emphasize the experiences adults encounter through various ages and cycles of life. In Neugarten's studies, she examined the adult life in terms of development of the personality, sociology, age, norms, and psychology. Havighurst's six-stage life-span model portrays stages as sequences of developmental tasks. Erikson delved into the study of personality development to "show how society influences the growth and development of the ego" (Rappoport, 1972, p.84).

Unlike the age theorists who seek to understand adult development by examining periods of years, stage theorists seek to identify various structures (modes of thinking) at certain points in adult development. These points of development may or may not be related to a particular age period within an individual's life.

Piaget's (1977) framework provided a means of understanding cognitive growth and how people understand the relationship of the physical, temporal, and casual in order to form a well-defined order. These "well-defined orders", structures, comprised of the relationships of the physical, temporal, and casual "provide the unity and give each element meaning as a part in the whole. When the basic relations change, the structure changes" (Loevinger, 1976, p.32).

Piaget (1977) proposed the concepts of stages which involve changes in cognitive structures, quality, and competence, as an individual moves in a hierarchial manner from one stage to another. The general features of Piaget's stage concept state,

1. There is an invariable sequence; no stage can be skipped.
2. Each stage builds on, incorporates, and transmutes the previous one and prepares for the next one.
3. There is an inner logic to each stage that accounts for its equilibrium and stability. (Loevinger, 1976, p.56).

The four following characteristics of the Piagetian (1960) doctrine of cognitive stages have been widely used by researchers such as Kohlberg (1973) in his studies in moral development:

1. Stages imply distinct or qualitative differences in structures (modes or thinking) which perform the same function (e.g., intelligence) at various points in development.

2. Different structures form an invariant sequence in individual development. Although factors may accelerate, slow, or stop development, the sequence does not change.
3. Each of these different and sequential modes of thought forms a structural whole.

4. Stages are hierarchial integrations. Higher stages reintegrate the structures found at lover stages. (Piaget, 1960, pp.3-27)

Kohlberg (1969, 1984) emphasized moral development as change in the individual's orientation toward authority, others, and self when making decisions. This cognitive-developmental theory of moral psychology is the framework of structuralism. Structuralism is one key of developmental theory for defining stages.

Like Piaget, Kohlberg believed stages unfolded in a "horizontal" (Kohlberg, 1984, p.172) unchanging sequence and involved "advanced and organized form of the general perspective of each major level" (p. 173). According to Kohlberg (1984), "cultural and environmental factors or innate capabilities may make one child or group of children reach a given step of development at a much earlier point of time than another child" (p.19). Nonetheless, each of the children should still pass through the same unchanging sequential stage "regardless of environmental teaching or lack of teaching" (p.19).

Loevinger (1966, 1986) proposed a stage theory of ego development. In Loevinger's (1976) model of ego development, she attempts to identify stages adults pass through as they try to understand themselves. Adults move from conformity to emotional independence, and finally to a state where individuals reconcile inner conflict, renounce the unattainable, cherish individuality,

and find their identity.

In his study of conceptual systems, Hunt, (1971) examined the individual and his or her environment. He believed conceptual development "[was] a continuous process which, under optimal conditions, evolve[d] into a given order to the highest conceptual level" (pp. 18-19). Hunt's schema identified four stages through which an individual "relate[d] to the environmental events he experience[d]" (p.18).

Loevinger, Hunt, Kohlberg, and Piaget are among the stage theorists who view adult development in individuals as a definite progression from concrete, undifferentiating, simple, unstructured patterns of thought to more abstract, differentiating, and complex patterns of thought (Burden, 1986; Hunt & Sullivan, 1974; Loevinger, 1976; Rappoport, 1972; Wadsworth, 1984).

"There has been extensive discussion as to the validity and usefulness of postulating stages in development" (Horowitz, 1987, p.45). Questions have been raised as to whether stages in human development really exist or whether they are simply an organizing framework to think about development. Piaget viewed stages as instrumental of analysis, as forms of classification (Horowitz, 1987), and singly as a means to analyze the cognitive development (Horowitz, 1987; Kohlberg & Mayer, 1978). In contrast, Werner (1957) believed stages were applicable to all domains of development. He perceived that an individual could be at one level or stage in a given domain and at a different develop level in another area. He defined this as developmental stratification

(Horowitz, 1987).

The assumption of universal invariant stages asserts that a person goes through these stages regardless of race or culture (Ashton, 1978). According to Horowitz (1987), there is "no universally agreed upon criteria for a stage in behavioral development" (p.43). This lack of universality limits the credibility of stage theory. "For stages to be validated, one must demonstrate the unity of function within a period of time" (p.43). According to Horowitz, Piaget's original concept of stages has proved to be far more valid than any of the other developmental stage theories. He has had the most explicit and testable stage implications. He not only has defined four broad stages, but also indicated the "behaviors to be expected, the sequences that would occur and the criteria against which the evidence needed is to be judged" (p.45).

To understand stage theory more fully, it is important to examine the constructs of structure and sequence. Structures in the broadest sense refer to "a unit of organization that by its existence, exerts functional control over behavior" (Horowitz, 1987, p.30). Each structure serves as an "organization or vehicle of development" (p.30). To Piaget this unit of organization is "a system of rules and transformations that gover[n] thought process at a particular point of time" (Horowitz, 1987, p.30). Each period of time is known as a stage. Each stage goes through phases of change such as in development (Horowitz, 1987).

Development is "the phenomenon of change in form over time"

(Burden, 1986, p. 185). According to Charlesworth (1972),

> This change usually is from relatively simple to complex forms; it often proceeds through stages, and transitions between stages frequently are viewed as relatively irreversible. The forces behind the changes are believed to be maturational factors within the individual as well as interactional factors between personal characteristics and environmental stimulation. (p.185)

The phenomenon of change from simple to complex is an important construct in stage theory. It signifies the possibility of a fixed sequence of developmental events. Piaget (1977) considered the "fixed sequence" as one of the criteria for designating stages. Piaget (1960), Kohlberg (1984), and other developmental theorists (Ashton, 1978; Wadsworth, 1984) believed that qualitative changes in cognitive structures is what forms the sequential hierarchial stages of cognitive development. Each qualitative change in a structure derives logically and inevitably from the preceding one. New structures do not replace prior ones; they incorporate them, resulting in qualitative change.

According to Piaget (1977) structures are something the individual creates in transaction with the environment. Structuralists such as Piaget, who established his developmental premise upon organismic theory, accepted the environment as a "given." The environment "provides the stimulation for behavioral growth much as food stimulates physical growth" (Horowitz, 1987, p. 97). Bents and Howey (1981) noted that structural changes give "insight into what information individuals tend to use, how information is used, and the type of interactions they `might have with the environment'" (p. 11).

In education, teacher development researchers have applied the theory of cognitive developmental stages to study the reasoning behind "what" teachers think and "how" teachers perform and use information. Structural changes are examined as teachers and student teachers interact with their environment. Ashton (1978) states, "If cognitive structures do exist as Piaget posits, the course of cognitive development for any individual can be predicted" (p. 3).

Kohlberg and Mayer (1978) further strengthened the purpose and use of the study of developmental stages by educators when they proposed that the

> aim of the developmental educator is not the acceleration of development, but the eventual adult attainment of the highest stage. In this sense, the developmentalist is not interested in stage-acceleration, but in avoiding state-retardation. (p. 163).

The stage theory of developmental is only one variable studied in preservice teacher education research to understand the impact the student teaching process has on the student teacher. The second variable to consider is the socialization process experienced by student teachers as they enter the education organization.

Socialization takes place in every organization. Each organization chooses the various types of strategies to carry out the process of socializing its members. Wanous (1980) identified five particular strategies used to socialize the new individuals of an organization; (a) training, (b) education approach, (c) apprenticeship, (d) debasement, and (e) cooptation. According to

Deal and Chatman (1989), educational organizations incorporate the use of all five socialization strategies. New staff in public schools are usually "train[ed]-while-working" (p. 169). The education approach is appropriate because each individual educational organization is responsible to inform new members of formal policies, procedures, and practices. The third strategy, apprenticeship, is not commonly used in the public school for new members. An apprenticeship is more often related to preservice training of education students at the college level because of it being a combination of "equal elements of training and education" (p. 169). The last two socialization strategies, debasement and cooptation, are the ones most often used in the public school. Debasement, the "sink or swim" strategy, is used to shake the individual's confidence so that the organization is in a better position to influence (Wanous, 1980). Cooptation occurs when the new member is immediately "absorbed" (p.170) into the organization from day one.

Understanding what took place in the socialization process in education and within a developmental stage provided a foundation for understanding more clearly the data gathered and analyzed for the phenomenon, student teaching.

Procedure

The intent of this study was to generate descriptive data on the phenomenon, student teaching. Answers to the following questions were sought:

1. What concerns do elementary student teachers experience

during student teaching?

2. Of the identified concerns which are critical to the individual's movement from stage to stage in the student teaching process?

3. Do the identified concerns lend themselves to specific stages of development in the student teaching experience?

To address these questions quantitative and qualitative sources were used. These techniques were analyzed using a triangulated research design (Mathison, 1988). Methodological triangulation (Mathison, 1988) combined the quantitative sources, opinionnaire and rank ordering with interviews to generate descriptive data about the student teachers (Figure 1). The first technique, opinionnaire, was used to identify the concerns student teachers had during their experience. An anxiety opinionnaire (Thompson, 1963) was administered to five elementary student teachers at three different intervals; prior to the experience, at the completion of the first 8-week experience and at the completion of the end of the second 8-week experience. This checklist (opinionnaire) was composed of 35 "yes/no" items and one open-end question. Examples of concerns expressed by the subjects from Thompson's checklist were "What will the cooperating teacher expect of me?" The second technique, rank ordering, identified, after each administration of the opinionnaire, the degree of the concerns over time. The subjects were asked to select their top 10 present concerns and rank them 1-10 (greatest to least). A total of 15 opinionnaires were ranked. The third technique of ethnographic interviews (Spradley, 1979) was chosen to describe the student teacher's experience.

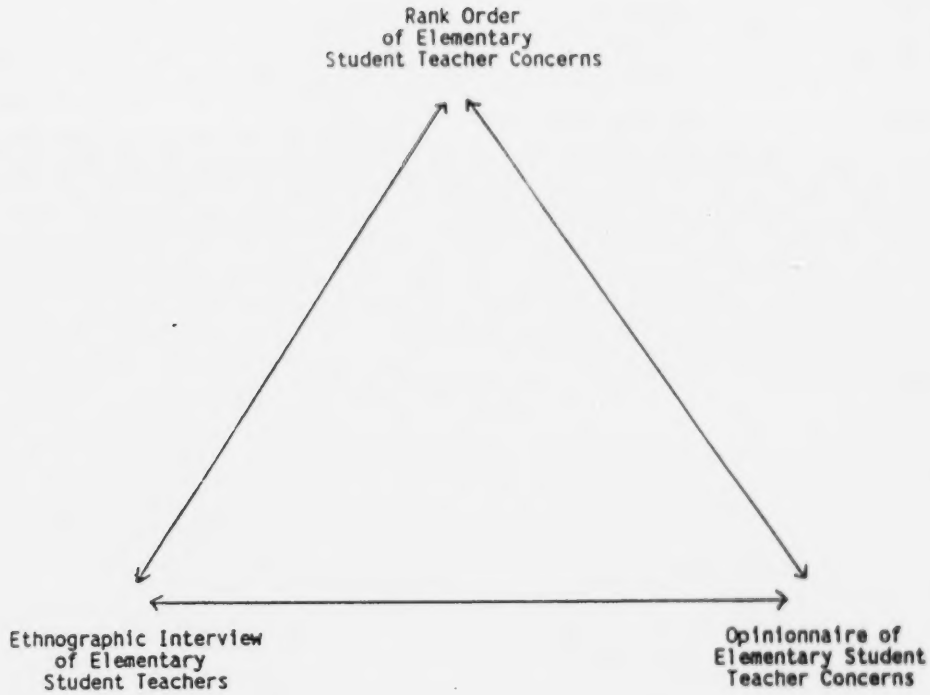

Figure 1. Triangulation.

Each subject was interviewed after the beginning of each 8-week experience and at the end of student teaching. Example questions asked to each subject were "Describe how your expectations have changed" and "Tell me the stages you went through during this student teaching experience." Audio-taped interviews with these five student teachers consisted of 15 separate interviews. The opinionnaires, rank ordering, interviews and analysis of the date were conducted by the researcher. Responses from the interviews were collected, coded and sorted by The Ethnograph (1988), a software program developed to assist the ethnographic/qualitative researcher in cumbersome data analysis. The coded, sorted data from the 15 interviews was analyzed by the researcher.

Three additional research questions emerged during the course of the research to establish the framework for analyzing data regarding the developmental stages of student teachers.

1. What type of research framework can be developed to begin the process of discovering developmental stages through which the five subjects passed during their elementary student teaching experience (Figure 2 & 3)?

2. What are the developmental stages through which the five subjects passed during their elementary student teaching experience (Figure 4)?

3. Is there a relationship between the discovered six major categories of concern and the discovered developmental stages of elementary student teachers (Figure 5)?

The study examined the perceptions of five elementary student teachers involved in a middle-sized university student teaching program. These subjects were randomly selected from the first group of students majoring in elementary education to complete the new elementary early field experience program, first piloted in the

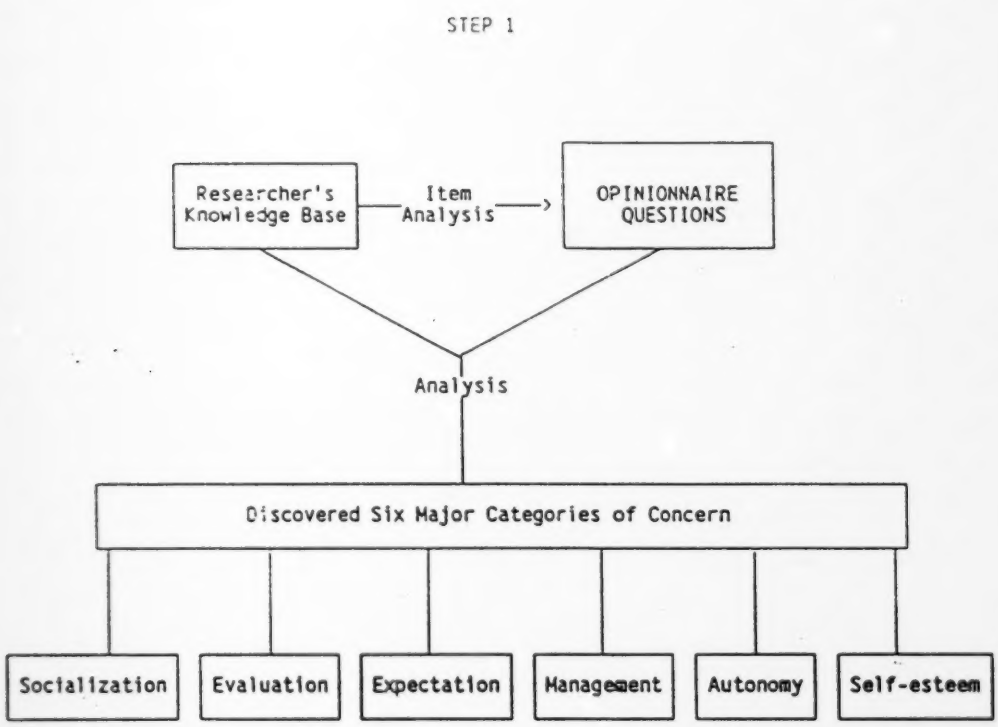

Figure 2. Developmental pattern process by researcher, questions from Thompson (1963) opinionnaire: Step 1, Discovery of categories of concern.

STEP 2

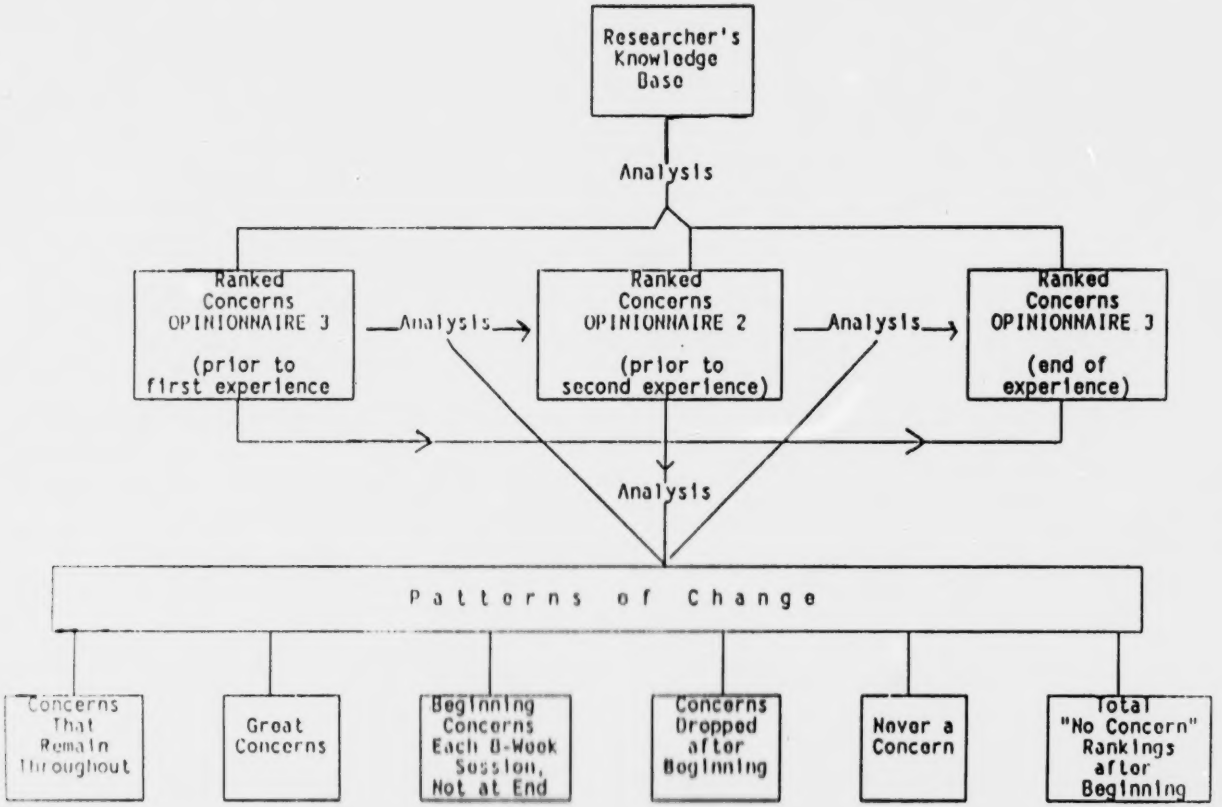
Researcher's Knowledge Base
Analysis
Ranked Concerns OPINIONNAIRE 3 (prior to first experience
Analysis
Ranked Concerns OPINIONNAIRE 2 (prior to second experience)
Analysis
Ranked Concerns OPINIONNAIRE 3 (end of experience)
Analysis
Patterns of Change
Concerns That Remain Throughout
Great Concerns
Beginning Concerns Each 8-Week Session, Not at End
Concerns Dropped after Beginning
Never a Concern
Total "No Concern" Rankings after Beginning

Figure 3. Developmental pattern process: Step 2, Discovery of patterns of change.

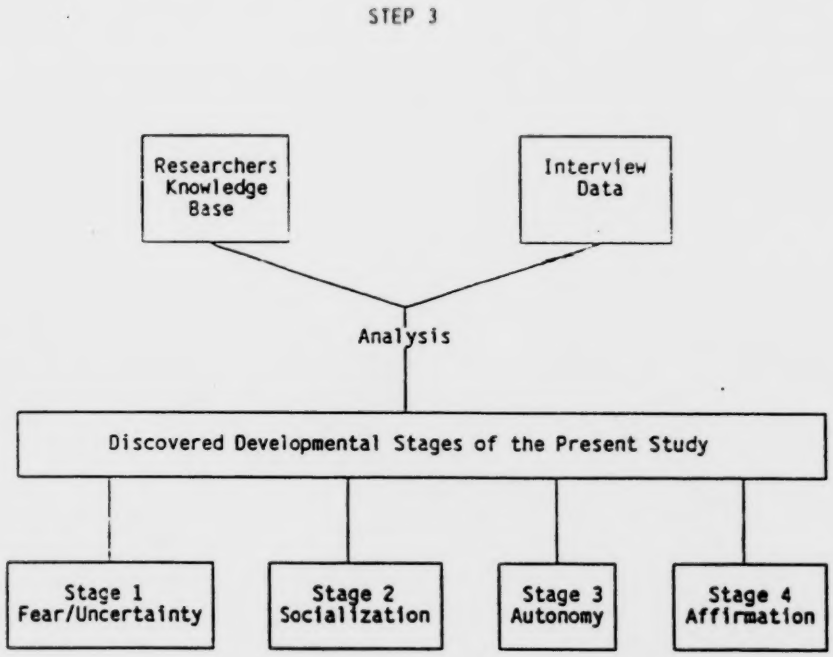

Figure 4. **Developmental pattern process: Step 3, Discovery of developmental stages.**

STEP 4

Discovered Developmental Stages	Categories of Concern*
1. Fear/Uncertainty	Socialization Expectation Self-esteem
2. Socialization	Socialization Evaluation Expectation Self-esteem
3. Autonomy	Expectation Management Autonomy Self-esteem
4. Affirmation	Socialization Expectation Self-esteem

*Discovered Six Major Categories of Concern.

Figure 5. Developmental pattern process: Step 4, Comparative analysis of the relationship between the categories of concerns and developmental stages.

spring of 1987. The data gathered were limited to the perceptions of the five subjects and the interpretation of the information data by the researcher. Generalizations of findings in this study were limited to the population of this study. It is fully recognized that other variables such as socioeconomic status of the community and student body; urban, suburban, or rural physical setting; racial make-up of the community and student body; teaching style of the cooperating teacher; life experiences of the student teacher; the socialization strategy of each school; and other factors may well have had an effect upon the perceptions of the student teacher.

Findings

The study provided a rich, "thick description" of the phenomenon, student teaching. From the item analysis of the opinionnaire six major categories of student teacher concern emerged: (a) socialization, (b) evaluation, (c) expectation, (d) management, (e) autonomy, and (f) self-esteem (Figure 6). The following discovered six major categories in the present study correspond to the defined operational terms found in Appendix 1. The items were then further analyzed for subcategories (Figure 6). These six major categories of concern were adopted as a framework for housing the future data collections and analysis of data from the opinionnaires, rank ordering of concerns, and interviews administered during the research.

"SOCIALIZATION"

2. Does the cooperating teacher want a student teacher to work with?

5. What are the cooperating teacher's special interests, personality characteristics, and likes and dislikes?

10. How should I dress?

14. Will the pupils like me and respond to my guidance?

16. What will these pupils be like?

17. What will the pupils be likely to do "to try me out?"

18. What will the pupils do if I make a mistake?

21. How informal or formal should I be with student?

22. What is the community like, and will I enjoy living there?

28. How will the faculty and staff accept me?

29. Can I avail myself of the school's special services?

32. What will my supervisor be like?

"EVALUATION"

6. Will the cooperating teacher criticize me harshly if I make a mistake?

8. What should I do if I make a mistake in a statement or a suggestion?

12. Will I be required to turn in my lesson plans, and who will evaluate them?

15. Will I be able to maintain desired standards of behavior?

24. Will anything drastic happen if I make a mistake in following school policy?

30. Who is responsible for evaluating my teaching and giving me a grade?

31. How often will my college supervisor visit and observe my teaching?

33. Will I know beforehand of my college supervisor's visit?

34. How will I be evaluated?

35. Will the cooperating teaching and college supervisor give me an honest opinion of my teaching?

"EXPECTATION"

1. What will the cooperating teacher expect of me?

3. What standards does the cooperating teacher maintain?

10. How should I dress?

12. Will I be required to turn in my lesson plans, and who will evaluate them?

23. Will I be able to do what is expected of me?

"MANAGEMENT"

7. What should I do if my material has been covered and there is extra time?

15. Will I be able to maintain desired standards of behavior?

27. What are the policies concerning classroom practices, the school, the facility, and the curriculum?

"AUTONOMY"

4. Will the cooperating teacher allow me to use my own initiative?

9. Can I deviate from the plan of work as outlined?

11. Will I have authority to give grades and will they be accepted?

20. Will I be allowed to discipline pupils as I see fit?

"SELF-ESTEEM"

13. Do I really know my subject matter?

19. How should I behave if I'm unable to answer a pupil's question?

23. Will I be able to do what is expected of me?

25. Will my teaching assignment be too much for me to handle?

26. Am I capable of handling the extra-curricular activities assigned?

Figure 6. Six categories of concern discovered in the present study.

Four Conclusions about Developmental Stages of Student Teachers. Data gathered from the interviews with the five subjects revealed developmental stages for each student teacher as she passed through the elementary student teaching experience (Table 1). The stages identified for each subject were defined either through the use of her own words or from a conceptual analysis of the content shared. The stages of each subject demonstrated a strong consistency in pattern and substance (Table 1). Four of the five subjects expressed fears, anxieties, or uncertainties during Stage one. All five subjects passed through a socialization process in Stage two. Four of the five subjects showed signs of autonomy in the third stage and all five subjects passed through the stage of affirmation, though not all felt affirmed. Only one student, whom we shall name Beatrice, suggested a fifth stage. Four of the subjects discussed their stages of development as a cyclical pattern.

Four conclusions were drawn from the data pertaining to developmental stages of elementary student teachers: (a) the stages were similar in content, (b) the stages were sequential, (c) there was an overlapping of the stages, and (d) the stages were cyclical in nature.

The first conclusion was based on strong similarities regarding the types of concerns revealed within the four stages (Table 2). Each discovered stage was analyzed for its content and labelled with terms to conceptually represent the stages the majority of the student teachers passed through. The similar content of each stage included: (a) fear/uncertainty, (b)

Table 1

Overview of Interview Data: Discovered Developmental Stages of Elementary Student Teachers

Q: What are the similarities and/or differences in the developmental stages between the subjects?

Beatrice	Kelly	Beth	Jade	Meredith
1. Babyhood/Neophyte	1. Anxiety/Fear	1. Fears/ Expectation	1. Uncertainty/ Nervousness	1. Uncertainty/ Nervousness
2. Adolescence	2. Acceptance/ Confirmation	2. Acceptance/ Confirmation	2. Acceptance/ Confidence	2. Acceptance/ Confirmation
3. Young Adulthood	3. Autonomy	3. Autonomy	3. Autonomy	3. Autonomy
4. Affirmation	4. Affirmation	4. Affirmation	4. Affirmation	4. Affirmation
5. Adulthood	1B. Anxiety/Fear	1B. Expectation	1B. Uncertainty/ Frustration	1B. Uncertainty/ Nervousness
	2B. Confirmation	2B. Acceptance/ Confirmation	2B. Acceptance/ Confidence	2B. Acceptance/ Confidence
	3B. Autonomy	3B. Autonomy	4B. Autonomy	3B. Autonomy
	4B. Affirmation	4B. Affirmation	4. Affirmation	4B. Affirmation
			1C. Uncertainty/Fear	

socialization, (c) autonomy, and (d) affirmation.

The second conclusion, sequentiality of the developmental stages, was based on the data from the final set of interviews when each of the subjects was asked to describe the stages of student teaching she passed through. This description became the framework for analyzing the data from the three sets of interviews for further support of my sequential stage pattern. Based on the data from all the interviews, the discovered developmental stages functioned in a similar, sequential pattern (Table 2, Figure 7). The majority of the student teachers first experienced feelings of fear and uncertainty along with feelings of anticipation and excitement. They had questions that needed addressed (Stage 1). In Stage 2, the subjects developed relationships, began to review the knowledge-base of content areas, began classroom management, taught their first lessons, and had a need for acceptance. Stage 3: Autonomy, emerged after the student teachers had gained some experience teaching, managing pupils, and establishing relationships. During Stage 3, the student teachers took charge of the lessons and pupils and assumed the role of teacher-authority. Stage 4 provided affirmation. As each experience was brought to a close, student teachers awaited final evaluations from their cooperating teachers and supervisors to affirm their ability to be a teacher; they received good-byes from the pupils to affirm they were liked and that the children learned from them; and they completed a self-evaluation to help them judge whether all their personal goals and expectations were met.

The third finding revealed an overlapping of the developmental

Table 2

Conceptual Overview of Developmental Stages of Student Teachers from the Present Study

Stage	Description of Stage
1. Fear/Uncertainty	Prior to entering and during student teaching experience, student teachers experienced fear, nervousness, anxiety, and uncertainty. They entered the experience with excitement, goals, and questions. Self-esteem was either high or low. Questions centered on unknowns and "how to." Fears centered on unknowns.
2. Socialization	Student teachers moved through a socialization process. Important to be liked as an individual and respected as a person in the role of a teacher. Important to be accepted by the cooperating teacher, pupils, and staff. Confirmation was obtained and confidence gained when the student teacher felt successful in the teaching of the lesson, received positive responses from the pupils about the lesson, and positive feedback from evaluations. Trust level developing with cooperating teacher. Reviewing knowledge base of content to be taught. Beginning classroom management.
3. Autonomy	Student teacher wants control and the opportunity to take charge of the classroom and management of the pupils. Wants to function in the authority role, be able to discipline pupils, and make decisions regarding the planning of lessons and content to be taught. Develop autonomy, trust level more established, permission from the cooperating teacher to take charge of the classroom.
4. Affirmation	Important for student teachers to be affirmed by the pupils. Formal evaluation by the cooperating teacher and supervisor affirmed the student teacher's ability to demonstrate the knowledge and skills of teaching. Self-affirmation was obtained by meeting personal goals and expectations set at the beginning of the experience. Graduation and the teaching certificate was considered affirmation by the teaching profession. Will miss pupils, but relieved student teaching experience was over.

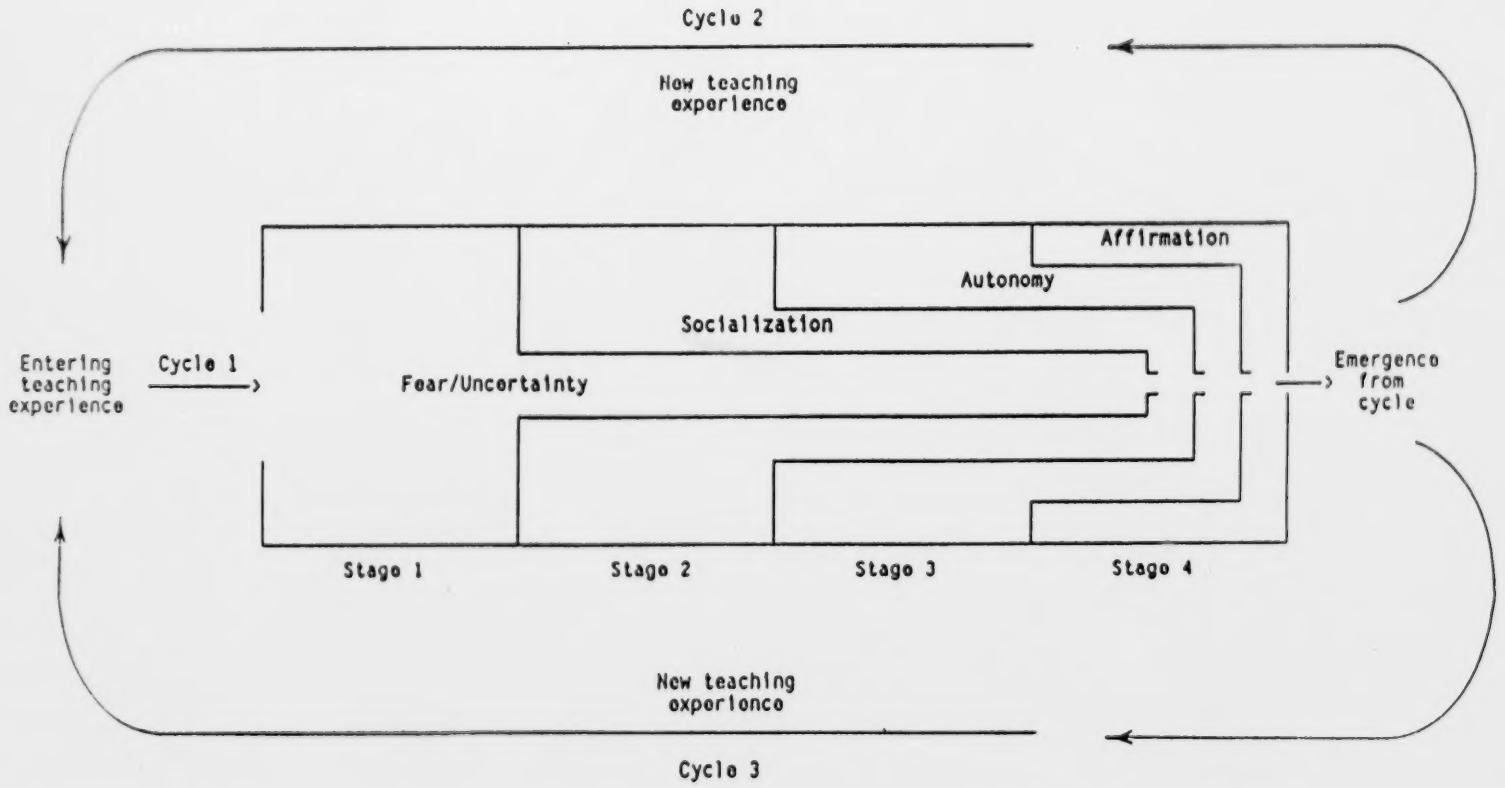

Figure 7. Stage development: Similar in content, sequential, overlapping, and cyclical model.

stages (Figure 7). The subjects entered Stage 1: Fear/Uncertainty with fears, uncertainties, unknowns, expectations, goals, questions, and excitement. As the student teachers moved through the experience, fears decreased, questions were answered, the unknowns were faced, and the uncertainties began to be defined.

As fears, concerns, and uncertainties began to diminish, the subjects were able to move into Stage 2: Socialization. Some unknowns, concerns, and uncertainties still needed to be addressed, but the focus was now on relationships and the teaching of the subject matter. The developmental process began in Stage 1: Fear/Uncertainty overlapped into the emerging Stage 2: Socialization (Figure 7).

Stage 2: Socialization was an important stage of development for the subjects. The student teachers had a need to feel welcomed by the cooperating teacher and staff. If was important for them to be liked both as a person and as a teacher. Acceptance from the pupils was critical, and successful first lessons provided the necessary feedback the student teachers needed to build their confidence in their new role as teacher. On the other hand, aloofness of the cooperating teacher, failure to provide a welcoming climate, and/or a poor introduction to the pupils hindered the socialization process for the student teachers, which in turn created a delay in their movement into Stage 3: Autonomy.

The subjects entered the third stage, Autonomy, with new questions and new concerns (Figure 7) about the amount of autonomy they would have in regard to being in charge of the classroom, having authority to discipline pupils, making changes in the lesson

plans, and making other decisions. The subjects also expressed a concern regarding the pupils' acceptance of the new authority figure. These concerns show the overlapping of Stage 1: Fear/Uncertainty and Stage 2: Socialization as the subjects entered a new stage in their development. Though concerns were evident, the level of concern was greatly reduced overall compared to the beginning of the student teaching experience (Figure 7). The need for respect as a person in authority was a natural progression from Stage 2's development of pupil relationships. Figure 7 demonstrates how, in Stage 3, the major focus was autonomy, with some overlapping of Stage 1 concerns and Stage 2's needs for acceptance and increasing self-esteem.

Affirmation was the final stage for the majority of the subjects. It was a stage which brought closure to the experience; a time to say good-bye and a time to assess one's performance. To arrive at a level of affirmation, the subjects had to successfully maintain their relationships, satisfactorily teach the subject matter, maintain control of the classroom and pupils, and be currently functioning in the teacher-authority roll; exhibiting clear overlapping of the stages, most notably Stage 3: Autonomy. Affirmation by the cooperating teacher and supervisor was important. Fear and uncertainty was felt by some as they awaited their formal evaluations. The formal evaluations would tell of their satisfactory or unsatisfactory performance and ultimately impact their obtaining teacher certification; affirmation by the profession. Affirmation also had to come from the pupils and from the student teachers' self-evaluation of their performance. The

subjects entered the student teaching experience with goals, expectations, and questions; success in reaching their goals, meeting the self-imposed expectations, and finding answers to their questions affirmed their feelings of accomplishment. For some of the subjects the affirmation process was only partially complete at the end of the study, not to be sealed until graduation and/or receipt of their teaching certificate.

The final conclusion drawn from the interview data was that the developmental stages of the students in the present study were cyclical in nature. The subjects were required to have two 8-week experiences. Upon entry of each experience, a recycling through the stages was demonstrated by the majority of the subjects, in particular, the ones I have assigned the names, Kelly, Beth, Jade, and Meredith (Table 1: Appendix 3). The subjects faced different unknowns, experienced fewer fears, but still entered the new cycle of stage development with concerns and uncertainties (Stage 1B: Fear/Uncertainty) (Figure 7).

Collected data from the second experience provided strong evidence that the subjects cycled through the socialization process again (Stage 2B: Socialization). Subjects that changed buildings for their second experience had to meet a new principal and staff as well as a new cooperating teacher and class of pupils. They also had to learn the building procedures and organization format. The subjects who remained in the same building had the advantage in that staff relationships had been established; they knew the building policy and procedures and what was available in materials and equipment. Thus, they were able to focus more intently on

developing their relationships with the pupils and with the second cooperating teacher and were able to pass through this stage more quickly.

The cyclical nature continued in Stage 3B: Autonomy. For example, Beth expected her second experience to begin where the first one left off. It was a substantial disappointment when she realized that her second cooperating teacher was not going to give her control of the class and the lesson planning immediately. Beth, as the other subjects, had to develop a relationship with the pupils and gain the trust of the cooperating teacher before being given permission to function in an autonomical role.

The fourth stage, 4B: Affirmation, was also cycled through the second time. At the close of the second experience, the subjects felt relief. The majority of the student teachers had successfully completed their student teaching assignments. Expectations had been met as well and goals had been obtained. The subjects left the pupils with mixed feelings. They had enjoyed the pupils, but they were ready to bring closure to the student teaching experience and move on to their own classrooms.

Evidence of a potential third recycling through the developmental stages emerged in the data from Jade's interviews. In her final statements about the experience, Jade mentioned that she was sure that Stage 1: Fear/Uncertainly would recur once she began to interview for teaching positions, the implication being that the whole cycle would begin again (Table 1). Further research into the developmental stages of beginning teachers may provide validity to the hypothesis that beginning teachers pass

through the same similar content, sequential, overlapping, cyclical stages of development.

Educational Significance

In the present study the data collected revealed that each subject passed through similar developmental stages. If this were true and indeed be able to be generalized to all elementary student teachers, it would imply that teacher educators would be able to develop criteria to identify the readiness of an education student to enter student teaching. Understanding the developmental stage process would provide insight for developing better curriculum, building success, and making plans for intervention. Supervisors would be able to make better decisions regarding the placement of a student teacher. For instance, a student teacher assessed in the first 8-week experience as weak in socialization skills could be retained in the same building rather than be placed in a completely new environment. This would provide the student teacher with an opportunity to continue building staff and faculty relations, and therefore able to focus the new socialization experience on the second cooperating teacher and classroom.

The findings from the present study implied a need for a strong orientation program for cooperating teachers, supervisors, and student teachers prior to the student teaching experience beginning. A quality orientation program could alleviate or dispel fears, anxieties, and misunderstandings. Goals could be set, questions asked and answered, and expectations identified. During the orientation program time could be provided to teach

and/or help the student teachers understand the socialization process. A basic understanding of the socialization process might help the student teacher to "fit in" more quickly.

Conclusion

The preceding findings, coupled with the remainder of the information recorded in the complete study, serve as a vehicle to further define the "capstone" experience of student teaching. The discoveries made regarding the concerns and developmental stages of the student teachers can be used to review, build, or restructure the student teaching curriculum, to better understand the student teaching socialization process and to see more clearly, comprehensively, and deeply into the development process. Descriptions and answers to questions regarding the phenomenon, student teaching, generated by this study can affect the teacher preparation curriculum by leaning toward a developmental theory of preservice training. The research process itself should provide insights into the utility of ethnographic research and methodological triangulation for studies on teacher development.

APPENDIX 1

OPERATIONAL TERMS: SIX MAJOR CATEGORIES FROM PRESENT STUDY

The following operational terms defined correspond to the six major categories. They are addressed in the sequence that they are discussed in the research.

SOCIALIZATION. A process by which student teachers learn to adapt to the school culture. This process involves interactions among student teachers their supervisors, cooperating teachers, building faculty and staff, pupils, parents and the community. The interaction among these individuals and groups take place in the environment of a school situated in a specific neighborhood school district which has particular organizational expectations and input procedures.

EVALUATION. The formal and informal feedback process among the student teaching triad; student teacher, cooperating teacher, and supervisor regarding the student teacher's preparation and implementation of lessons, teacher effectiveness, professionalism, and her/his ability to relate to as well as manage the pupils: the process upon which the student teacher self-examines her/his accomplishment of professional and personal goals and functioning as a teacher.

EXPECTATION. The identification and delineation of the anticipated or actual component parts of the role, needs, behaviors and/or responsibilities which the student teachers and their evaluators anticipate being envisioned by each member of the student teaching triadic relationship: student teacher, cooperating teacher and supervisor.

MANAGEMENT. The ability to regulate time and procedural tasks, to conduct the affairs of teaching, and to control pupils in their behavior and direct pupils in learning.

AUTONOMY. The ability to take charge, make decisions and take the initiative in planning and leading in the classroom and to be given authority to manage pupils as they see fit.

SELF-ESTEEM. The development of confidence within the student teachers' of their ability to be accepted by the cooperating teacher, building staff and pupils, manage the pupils, teach the content, fulfill expectations and responsiblilities, and exhibit a level of professionalism.

APPENDIX 2

OPERATIONAL TERMS: SIX DISCOVERED CATEGORIES OF CONCERN IN THE PRESENT STUDY

The following defined operational terms correspond to the "six categories of concern" from the present study. They are addressed in sequence as reviewed in the present study.

CONCERNS THAT REMAINED THROUGHOUT. Topics which remained problematic in an substantial undiminished state throughout the student teaching placement.

GREAT CONCERNS. Acute problems that surfaced at any point during the student teaching experience, but which did not remain a constant throughout placement.

BEGINNING CONCERNS EACH 8-WEEK SESSION, NOT AT END. Topics which were problematic to student teachers at the onset of placement, but which diminished or disappeared of said placement.

CONCERNS DROPPED AFTER BEGINNING. Topics which student teachers saw as problematic immediately prior to and in the first few days of placement, but which quickly dissipated thereafter.

NEVER A CONCERN. Topics which student teachers never found problematic during the student teaching experience.

TOTAL "NO CONCERN" RANKINGS AFTER BEGINNING (Combination of "Never a Concern" and Concerns Dropped After Beginning" categories). Sum total of topics which student teachers no longer saw as problematic shortly after the beginning of student teaching.

APPENDIX 3

MINIATURE VIGNETTES OF THE SUBJECTS

The following brief narratives of each of the elementary student teachers were based on the observations, opinions, and interpretations derived from their student teaching applications, opinionnaires, and interviews. The narratives provide a context for discussing the data.

Beatrice was a pleasant woman, 30 years of age, who showed signs of apprehension and concern about her future in education. She grew up in the inner city and had tackled the rigors of college as a single parent. Beatrice was a nontraditional student in a nontraditional program developed to recruit minority students into education.

Kelly was a friendly, straight-forward young woman with a desire to make a difference. She had a drive to be the best she could and to help others maximize their potential. Kelly had a compassion for children who struggled in their learning. Remembering the days when she needed special reading classes and the teachers who helped her get back on the academic track, she wanted to reciprocate by giving someone else the same opportunities that her teachers had given her.

Beth was a pleasant, caring young woman, in her early 20s, excited about becoming a teacher. She believed deeply that teachers could make a difference in a young child's life. Her belief stemmed from the many wonderful experiences and memories of teachers she had during childhood--teachers who were caring and

made learning fun. Beth viewed teaching as a purposeful and fulfilling profession. She was looking forward to becoming a caring teacher.

Jade was a mature, serious-minded young woman in her mid-20s whose professional-mindedness served as a catalyst for learning all that she could from her student teaching experiences and cooperating teachers. Jade was a nontraditional student. She was married, but did not have any children. Jade enjoyed swimming and socializing with her friends. Her family was important to her. For the past 7 years Jade had been teaching in the 4- and 5-year-old department at her church. The fulfillment she received in teaching these young children affirmed her pursuit of teaching as a profession.

Meredith was a quiet but confident young woman in her early 20s. She grew up, the youngest of four children, in a small town environment. Meredith's goal in life was to work with children. Her volunteer work and college jobs all focused on children. While in high school she volunteered to teach a children's Sunday School class. To put herself through college, Meredith worked as an assistant teacher in a parochial school with children ranging from 2-1/2 years old in preschool and day care to those 11 years of age. She continued her work with children each summer by serving as the Playground Activities Leader for a summer youth program for children ages 4 through nine.

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